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**EXTENSION SERVICE**

# REVIEW

U S DEPARTMENT OF AGRICULTURE \* NOVEMBER 1964

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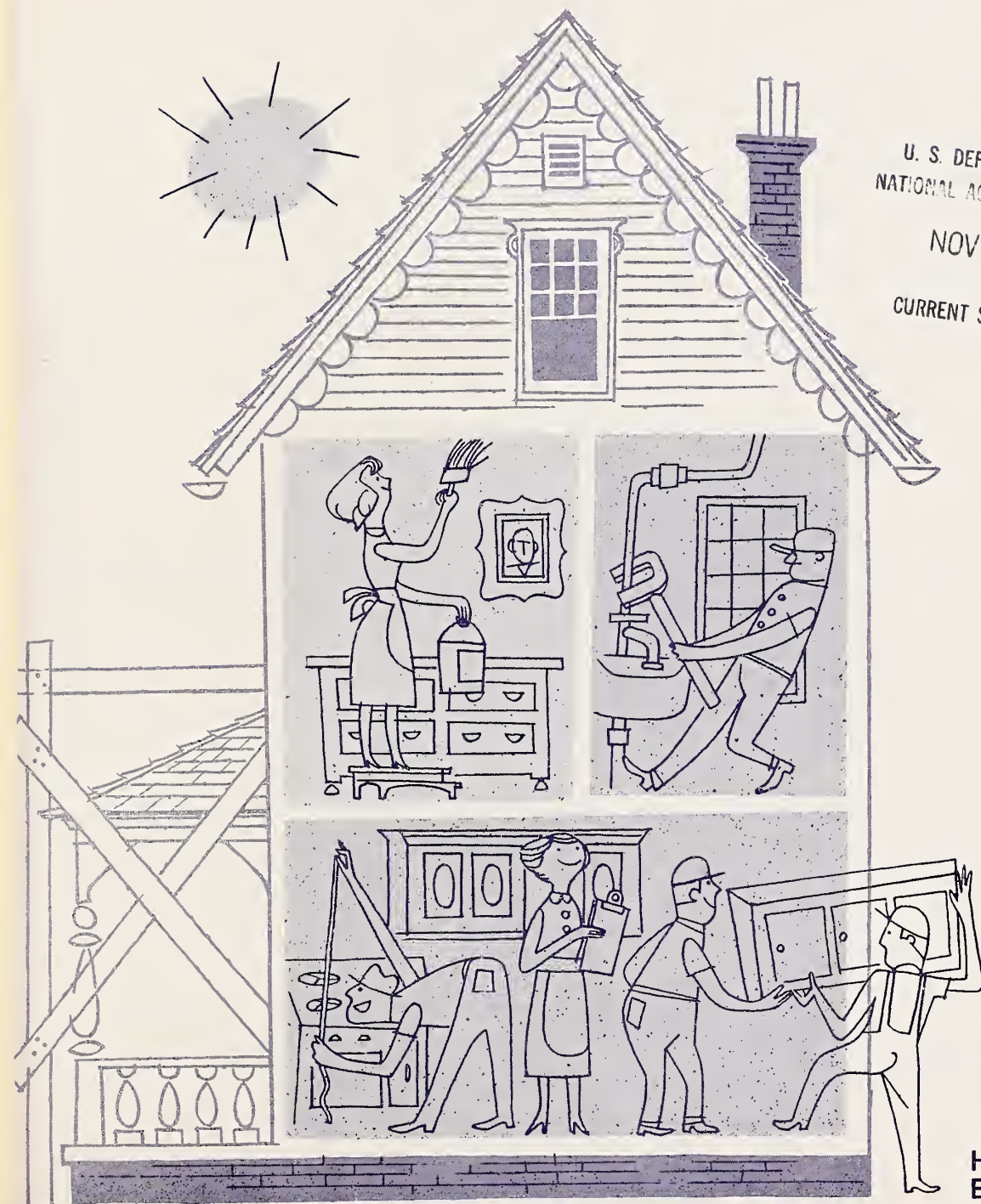
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**HOUSING  
EDUCATION**

*The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.*

*The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.*

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## EXTENSION SERVICE

# REVIEW

*Official monthly publication of Cooperative Extension Service; U.S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.*

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## EDITORIAL

Housing, whether brand new or remodeled, is one of the accomplishments of our family-centered technological society. The building, remodeling, or the purchase of a house is one of the biggest decisions a family makes.

The farmhouse in particular occupies a unique place in our society. It is home to the family and also the command post for operation of the farm.

Extension's educational work in housing is people-oriented wherever they happen to be. It aims to fit housing to the needs and financial ability goals of the family. In this work Extension is concerned with all aspects from space requirements to landscaping.

The resurgence of Rural America owes much to the increasing effort being put on housing. The building of new houses and the remodeling of old houses puts dollars and people to work. It also makes Rural America a more desirable place in which to live. On farm and in village and town better housing is also a good advertisement for communities seeking recreation income and industry.

Farm and other rural people have over the years shown marked initiative in housing. Today they have possibly a bigger opportunity than ever before to have housing better fitted to their needs and goals. Extension's research-based education is a vital factor in advancing better housing. Educational work in housing is a dynamic and challenging process.—WAL

# The Plan Exchange: Our Teaching Tool

by ROBERT O. GILDEN, *Agricultural Engineer, FES*  
and STELLA MITCHELL, *Home Management Specialist, FES*

AT LEAST ONCE during a lifetime and often many times more, every person in the United States is interested in housing education. Likewise about every person in the United States is a self-made expert on housing because, after all, he lives in a house. Usually the longer he lives in a house the more he realizes how little he actually knows about housing.

Do we in Extension have an obligation to provide housing education? A number of States say yes we do. It was most interesting for us to check on the legality of Extension in housing educational work. It was equally interesting to note that this authorization or assignment comes right with the administration of the Smith-Lever Act, the mandate under which we have worked for so long. The assignment of functions from the Secretary of Agriculture under which we are now engaged states in part". . . Rendering educational and technical assistance to persons not receiving financial assistance under Title 5 of the Housing Act of 1949, including extension demonstration. . ."

With the tremendous job to be done by the Cooperative Extension Service it is often enlightening to measure the resources allocated to do specific jobs. A measurement of the personnel engaged in housing education is one method of doing this.

From our general observation there is a direct correlation between the push of the specialist staff and program activity. This appears to hold true in housing education as well. Those specialists who have worked intently in housing education have found that it is a dual assignment. The engineering specialist handles the structural and environmental features of housing and the home management or housing specialist handles space arrangements. Because of the role of the specialist in a housing program, we feel that the measurement of specialist personnel engaged in housing makes a good yardstick to measure the allotment of resources to the housing program.

In 1963 it was estimated that the Cooperative Extension Services had 11 man-years of effort from architects or engineering specialists. Of these 11 years, 5 are full time specialists located at Cornell University, Michigan State University, Kansas State University, North Carolina State of the University of North Carolina, and Virginia Polytechnic Institute.

Fortunately, the home economics staff has been able

to devote more time to housing and the breakdown is as follows: A total of 28 man-years with half of those man-years coming from full time specialists from Arkansas, Indiana, Kansas, Kentucky, Louisiana, Massachusetts, Missouri, Nebraska, Pennsylvania, South Carolina, Texas, Virginia, Washington, and Wisconsin.

Another way of measuring this is from Extension's Statistical Report of 1962. This report indicates that the time spent by State staff members in dwelling and equipment, amounted to 35 man-years. The time spent by county staff amounted to 129 man-years. If this were equally divided among all States our total time spent on dwelling and equipment would amount to slightly more than 3 man-years per State.

Experience has shown us that the majority of these man-years were spent on equipment and remodeling. The impact of this effort, however, is not as easy to measure as the impact of new house construction.

Let's take a look at house plan distribution and estimated construction from these house plans in 1963. A recent survey of 41 States shows that the limited staff working in housing distributed 27,911 new house plans. Of these plans distributed, 15,399 were prepared through the Cooperative Plan Exchange Service, and 12,277 were house plans prepared within a State. The remaining number were house plans from other sources distributed through the State Plan Service.

The States estimated that slightly over half of the plans distributed were used either "as is" or usually with minor changes to suit the needs of the farm family. From their estimate, about 15,000 of these houses were constructed in 1963. These plans incorporate the latest research findings in space, arrangement, and construction details commensurate with the economy requirements for the house.

The Plan Service is not in competition, nor attempts to be in competition, with standard plan services of private firms, magazines, or industry. We use our Plan Service as an educational tool and as a method of bringing to the people the latest research. They are also used as idea pieces from which to implement our educational programs with farm families.

Looking at this another way—we in Extension have one man-year for each 90 new homes built from our plans. These are certainly conservative estimates because the majority of the time, as previously mentioned,

is spent in equipment and remodeling, not in new home construction. Extension and Research is being looked to more and more to develop plans for homes that will fit into the farm family's repayment abilities.

We can look for greater demands for adequate low-cost housing. Our Plan Service will once again be the tool through which we attempt to answer some of them.

We have attempted to show that the Plan Service for house plans is worthwhile, whether it's from extending the new research findings such as the energy-saving kitchen, or post and panel construction into housing. Whether it's a teaching tool through which we show room arrangements and traffic patterns. Or whether it is an outright service through which we attempt to measure a dollar and cents return. The question might well be raised, how do these plans come about?

The Cooperative Plan Exchange Service has a relatively long history which began in the middle 1930's and was based on a problem. The problem was that no one State could produce enough plans of varied nature to meet the requirements within that State. By pooling resources and knowledge, information from all States could be brought to bear upon specific problems.

At this same time there was a small flurry of research being conducted within the Agricultural Research Service. They too, were looking for some way of getting their results into the hands of people so that it could be used immediately. It was then natural to pool resources of the Extension Services and the Research Services to get the most and the latest information to the people. This problem and this need was focused at that time on farm service buildings.

The United States was subdivided into its Extension Regions: Northeast, Southern, Western, and North Central. Committees of Extension and research engineers were formed in those regions to study, evaluate, and recommend plans for regional adoption. Drafting facilities were established in agricultural engineering of ARS to serve as a National headquarters and liaison group.

The North Central States, feeling that they could better service their own needs, formed their own Midwest Plan Service to work on their service building needs. The need for house plans in their other regions was soon recognized and committees were established to work along the same lines as for service buildings.

The organization of these regional housing committees consists of Extension and Research engineers and home management specialists working in housing from each Land-Grant University within the region. Working with this group is the Clothing and Housing Division of ARS and the Agricultural Engineering Research Division of ARS and the authors of this article.

At present there are two active committees, the Western Region and the Southern Region. The Northeastern Region is in the process of organizing and the North Central Region has yet to act. Each region organizes and functions differently as determined by the group within that region. The meetings have been annual or biennial depending on the wishes of the committee. Our wish and our goal would be to have active committees within each region meeting and working annually.

In order to understand the operation of the Plan

Service it might be best to follow the making and adoption of a plan for National exchange and distribution.

Let's take Plan No. 7153, a five-bedroom farmhouse. This plan was first introduced to the Western committee about 3 years ago. It was a plan that had been developed in Utah to meet some specific requirements and was in the Utah Plan Exchange Service.

When this plan was introduced to the Western Committee it was analyzed with regard to filling a need for the States in the West. The entire committee agreed that it was needed, and referred it to a subcommittee for study. The subcommittee, usually comprised of an engineer and home management specialist, either Research or Extension, studied the plan carefully and brought back to the entire committee their recommendations for changes to meet additional requirements or to improve functionalism.

This plan with the proposed changes was then referred to the Agricultural Engineering Research Division and the Clothing and Housing Research Division of ARS at Beltsville. They, too, went over this plan very carefully making certain minor revisions to incorporate latest research results and ran the structural requirements through a stress analysis.

The plan was then drafted into its final form on three sheets of 17x22 tracing cloth. This final drafting was then offset printed on reproducible intermediates and distributed by us back to the engineer in charge of the Plan Service at each of the Cooperative Extension Services. This, then, gave each State a reproducible intermediate from which they made blueprints available to the people within their State.

The blueprint, however, did no good remaining in a file. It soon became obvious that additional steps would have to be taken to let the people know of the availability of these plans. Following through with Plan No. 7153, in December of 1963, a one-sheet Miscellaneous Publication No. 946 was issued. This publication illustrates Plan No. 7153, the five-bedroom farmhouse. Approximately 40,000 copies of this publication were printed and distributed to the States at their order.

This publication was redistributed from the State office to the county office for display and for support in the housing programs. Because of environmental and architectural differences throughout the Nation, each Cooperative Extension Service has what might be called veto powers over each plan. If the plan is completely unsuitable for their region they do not carry it.

Our plans like any other product are not useful unless people know about them. Several years ago we ran a short test with a matte service. We issued six mattes per State illustrating a farm shop plan. We asked the State Extension Agricultural Engineers to measure the return from this matte publicity. The response was gratifying when viewed as one plan in the many that are available. Unfortunately, the expense was too great to develop this type of service to the States.

We then explored other methods and came up with a glossy print service. This consists of a two- or three-column glossy print of the floor plan or perspective of a house plan and includes a suggested news release. These prints are distributed to the States and redis-

tributed by them to the press or to the county office.

In March 1963 this was done for Plan No. 7153. We know that this news release system has some impact as the total plan distribution by all States was up about 25,000 plans in 1963.

Not all plans are developed as Plan No. 7153. Often the regional committee has need for a specific type of house plan. If no one has devoted any resources to this, the problem is turned over to the Clothing and Housing Division and the Agricultural Engineering Research Division of ARS.

They put an architect on the problem and he attempts to solve the need. The preliminary tracings are sent back to a screening committee within the region where they are gone over carefully and changes made. Eventually the architect arrives with the finished plan, incorporating the latest research. This plan then goes into the Plan Exchange Service as, for example, Plan No. 7153.

Plan exchange committees do not devote their complete time to studying plans, they also bring the need for other teaching materials to the front. As a result

of this we have had several teaching aids prepared on kitchens and many others are still in the mill.

In discussing our Plan Exchange Service and how we use it as a teaching tool with a group of engineers from the USSR several years ago, they could not conceive of individual families being allowed to make their own decisions regarding house or service building plans. This cafeteria system where the individual could adopt and change, revise, substitute, personalize, in order to meet his needs as he saw them did not fit their system. The Russians said that when they design a plan it is built Nationally. We countered with, "then if you make a mistake, you really make a big one and you also only have the thinking of a small group in the design."

Our plans are tools—they represent the best thinking we can put into them. But we hope and expect them to be improved upon by the changes, often knowledgeable changes, of a great number of plan users in our free enterprise system.

Our plans are only educational tools—not the finished product. ■

### House Plans Available From State Extension Agricultural Engineers

Plan No.	Floor Area Sq. Ft.	Slab on Grade	Crawl Space	Basement	No. of Sheets
<i>No Bedrooms</i>					
7137	468	X			1
7148	468	X			2
<i>One Bedroom</i>					
7146	1017	X			2
7147	1017	X			2
7154	1032	X			2
<i>Two Bedrooms</i>					
7122	1122		X		4
7149	2319		X	X	3
7155	1316	X			3
7156	1180	X			3
7157	1267			X	3
7158	1267	X			3
<i>Three Bedrooms</i>					
7127	1596		X	X	7
7128	1152	X			9
7132	1512		X		3
7134	2347	X		X	4
7136	1781	X			3
7138	1441	X			3
7139	1492			X	3
7140	2090	X			3
7141	2156	X			3
7143	1440			X	3
7144	1440			X	3
7145	1440	X			3
7150	1306	X			3

7151	1356			X	3
7152	2208	X			3
7159	1173			X	3
7160	1173	X			3
7161	1860	X			3
7163	1387			X	3
7164	1403	X			6
7165	1544		X		3
7167	1100	X			3
7168	960		X		3
7169	960		X		3
7170	1081	X			3
7174	1344	X			3
<i>Four Bedrooms</i>					
7129	2194	X			11
7162	2166	X			3
<i>Five Bedrooms</i>					
7153	1544			X	3
<i>Fallout Shelter</i>					
7166	170	Shelter for Six People			1

### Recreational Building Plans

Plan No.	Floor Area Sq. Ft.	Bedrooms	Construction	Sheets
5185	400	2	Frame	1
5506	1300	2	Log	2
5507	660	2	Log	1
5928	576	1	Frame	3
5964	480	2	A-Frame	3
5965	720	3	A-Frame	3
7010	640	2	Frame	2
7013	943	2	Log	4

*Extension cooperates with industry for*

# BETTER KITCHENS AND LAUNDRIES

*by* JEANNE PREISTER,

*Extension Specialist in Equipment and Housing, Alabama*

—If you're interested in reaching new audiences. . .

—If you'd like to involve more resource people in your program . . .

—If you're interested in a singular program which can be easily adapted to meet the needs of low, middle, and high income families. . .

—If families in your county need to form the habit of planning before new construction or remodeling is begun. . .

. . . then an Extension-industry sponsored program such as a Kitchen-Laundry Improvement (KLI) Program is recommended. Home agents in Alabama realized that they were being consulted when the decorating stage in kitchens and laundries were reached, rather than in the preplanning stage. Hence, kitchens and laundries were actually being planned by carpenters, draftsmen, and architects. These areas then included only a few of the needs of the family, as well as only a few of Extension's research recommendations.

This situation was discussed by State Extension staff members with representatives of the three major power suppliers in Alabama, including numerous Rural Electrification Associations, the Tennessee Valley Authority and its 30 power distributors, and the Alabama Power Company. As a result, a co-sponsored KLI program was begun.

The power suppliers published 15,000 kitchen planning books, 10,000 laundry planning books, 15,000 folders, and numerous posters. Also,

home service advisors, rural service engineers, and power-use men have joined the teaching force. So each home agent has at least one professional resource person as well as more resource publications to aid in directing the county's KLI program.

The objectives of the co-sponsored program are as follows:

. For families to know the available resources which might be used

when planning new or remodeled kitchens and laundries.

. For families to use resources and make plans prior to actual construction of new or remodeled kitchens and laundries. Hence, families will gain more convenient, time- and energy-saving features for the money spent.

. For Alabama families who participate in this program to improve their kitchens and/or laundries for added convenience, comfort, and attractiveness.

. For families to show others some of the advantages of kitchen and laundry planning which is based on research recommendations with the adaptations necessary to meet the individual family's needs.

Initially 1-day training meetings were conducted by State office staffs of the power suppliers and the Extension Service. Invited to these district meetings were home agents, home service advisors, rural service engineers, and power-use men. The mechanics of the program as well as basics in laundry and kitchen planning were presented. Methods of executing the KLI program were discussed and teaching tools which are avail-

*The "before" kitchen in the below-minimum-standard home of a family who enrolled in the KLI program early in planning stages for a new home.*



able from Extension were shown.

Home agents then discussed the KLI program with their home economics committees or home demonstration councils. Out of 67 counties 64 elected to participate in the State program during 1964.

Next, home agents invited 10 ladies in the county to serve as KLI leaders. Area training meetings for the leaders and agents were conducted by the specialist and a home economist from the local power supplier. Over 650 leaders attended the 1-day workshop. Some were home demonstration club members, some were Federated Club members, and some were homemakers who had never given leadership to our programs in the past.

Included in the leader's group are retired school teachers, librarians, and social workers. It is thought that serving as a KLI leader will have an even greater appeal to this group, and in the future we'll capitalize on the leadership abilities which many of our retirees possess.

What are the responsibilities of a leader? Foremost is that she will, personally, explain that reliable resource information on kitchen and laundry

planning is available from the local Extension Service office. She'll also encourage people to enroll in the program. Two of the KLI leaders visit a homemaker who is enrolled. They score her kitchen and/or laundry prior to any remodeling or building.

The checksheets remind the homemaker of the many desirable features which might be included in her improvements. Checksheets also provide an outline to follow and are used to establish a benchmark so that improvements may be easily measured after the room or rooms are completed. One of the advantages of using such a checksheet is that it is just as useful in scoring a kitchen and laundry in a \$10,000 home, in a \$50,000 new home, in a 100-year-old remodeled home as it is in scoring those that are in the blueprint stage. The same checksheets may also be used to score a kitchen or laundry in which the enrollee will merely relocate or rearrange the centers to make them more convenient and time-saving.

Seven district Award Days will be conducted in the late fall. At this time the homemaker in each county who has earned the most points in

the laundry program and the homemaker who has earned the most points in the kitchen program will receive a small electric appliance. The club (home demonstration, federated, community, etc.) that has earned the most points will receive a \$25 cash award.

The awards are insignificant; however, they add interest to news releases and to the occasion. Each homemaker who enrolls in the KLI program may invite an interested homemaker as her guest on Awards Day. Then the guest, we hope, will enroll in the next year's KLI program. Slides of "before" and "after" kitchens and laundries are shown during the meeting.

*So why an Extension-industry sponsored program?* First of all, the more professional people involved, the more homemakers you'll reach. The more leaders you have to explain the KLI program to homemakers, the more people you'll reach.

Homemakers and retired professional people like the challenge of serving as a leader in a program that is sponsored by industry. You gain financial support for publications, Awards Days luncheons, and leader recognition. The industry sponsors have purchased ads in many State papers and magazines to inform the public of the KLI program.

The men with the power suppliers who are in areas that have no utility home economists have attended many of the training meetings on kitchen and laundry planning so they are better qualified to offer the personalized service of drawing kitchen and laundry plans for their customers. Home agents are working so closely with the home economists and the men that they seldom have to give this personalized service. Leaders have become very proficient in kitchen and laundry planning; hence, they're actually teachers too.

Even though a general plan was suggested by State staff members, each county has adapted the program to meet the needs of its people.

Alabama home agents and industry personnel have been successful in expanding an educational program. Therefore, more kitchens and laundries are being planned and rearranged by more homemakers than ever before. ■

*The interior of the home including the kitchen has been completed. Because the family is doing most of the work the exterior is not finished.*



# Mass Media

by DORIS OGLESBY, *Head  
Extension Home Improvement  
Georgia*

WHEN a Georgian says "from Rabun Gap to Tybee Light" he really means "Statewide." Rabun is a gap in the Blue Ridge mountains in the north and Tybee Light is a lighthouse on the southern coast. When he says "Covers Dixie Like the Dew" he is quoting the slogan of the State's largest newspaper. But if he says "From Rabun Gap to Tybee Light, it covers Georgia like winter rain" he means Extension's use of mass media. And he is speaking of considerable coverage when he compares it to winter rain. It's frequent, it's steady, it drenches, it soaks, and it makes things grow!

Our physical setup is conducive to mass media work, and for a natural-born ham it is almost "hog heaven." The University has three television stations which are on the air 5 nights a week. Each night from 7:00 to 7:30 a program called "Growing South" is presented by the College of Agriculture. Each Friday the Growing South program is directed primarily toward women, although our mail indicates that we also have many men viewers. In addition to these stations, five commercial stations regularly carry at least one Growing South program per week and another, although not on the regular schedule, carries many of them.

Now, let's get around to housing programs. Since I enjoy television, I probably take more than my share of time. I have done shows on kitchen planning, wiring, lighting, cabinets, countertops, floors, doors, house planning, materials for a house, built-ins, and appliances in the news—to mention some. A few of the shows are "one shot deals," and I think they can be very effective as interest and attention getters, if nothing else. I try to choose subjects for these single shows which will be of interest to viewers whether or not they own a home or have plans to build or remodel.

Most of the shows are in series—sometimes two or three—but most often four, five, or six. I like to have one series in the fall and another in the winter or early spring.

I am the one who decides on content. But about a week before the first show, the producer, director, and I sit down together and decide who the audience is to be and how best to reach it with the material I have.

We use different kinds of props. Miniatures are very good in some areas, particularly kitchen planning. When possible I like to use the real thing, and am probably the champion borrower of Athens. We are allowed to thank the lenders on the air. We use flip charts liberally, and we also use slides. Rear screen projection of

slides is a good backdrop for a set and we like to use them for housing programs. We pick those which have furniture similar to what we have available; it looks as if we are in the actual situation.

I have a personal aversion to wide use of charts and statistics on television, especially for consumer information shows, which all of mine are. Often charts tend to be amateurish. I think a show should sparkle, and it is pretty hard to find sparkly statistics!

Last year I did a series called "So You're Going to Build a House," and offered a publication by the same name. On the rear screen we used a slide of an Athens home. As the announcer entered each time, he carried a large book with the same picture on the front, plus the title. We used it for every show in the series, reviewing the previous programs, taking up the new aspects, and previewing with the last page. It was certainly effective and in a short time we had over 5,000 requests for the book, many as a direct result of the series. Slides of the drawings in the book were made available to the counties.

Television isn't the only medium: we make great use of radio. Someone on the home economics staff is on about 45 stations every weekday for 5 minutes. We take turns, a week at a time, and the programs are taped far enough ahead of time so mimeographed copies of the script can be sent to agents. Response from stations and listeners has been gratifying.

In housing I usually have the entire week's tapes on the same general subject and have covered such areas as air conditioning, cabinets, hardware, countertops, floors, lighting fixtures, plastics, windows, doors, prefabrication, climate control, built-in vs. free-standing appliances, finishes, space, bathroom planning, storage, and materials. When I have radio tapes at about the same time that I have television, I try to keep them in the same vein.

On the early morning Dixie Farm and Home Hour, Thursday is homemaker day, and even though this is primarily a farm program, our mail indicates that on Thursday, at least, we are also reaching urban people.

Newspapers are also useful in teaching housing. Each time that I have a week's radio tapes I also write a feature article on the same subject which is sent to about 190 weekly and 26 daily papers. Another regular feature, *Consumer Buy-Lines*, is written in turn by the home economics specialists. It takes the form of questions and answers and is carried by many papers.

In addition to using all three media to emphasize one subject, we use one to advertise another. For example news releases advertise television programs and publications; radio releases sent to stations throughout the State advertise television and publications. The schedule for the University TV stations is published every day in the main papers of the State, and a monthly schedule is available to anyone who will ask to be put on the mailing list.

For me, wide use of mass media is the very best way to teach housing. How else can one idea be so widely circulated as through 9 television stations, 45 radio stations, and 50-100 newspapers? If you aren't already doing so, try it. I can give you a simple formula for success, too—*Pick your target, keep it in sight, aim high, shoot straight, and try to do a bang-up job!* ■

KENTUCKY'S housing problems are being attacked by a Task Force and the opening battles have already been won by arousing widespread interest in the State's housing needs.

The Housing Task Force originated with the Kentucky Development Committee, which is made up of almost all major Statewide agencies and groups that provide development services for Kentucky. Thirty-seven different organizations are members of this committee, with each participating voluntarily in terms of their own program interests and responsibilities.

The Committee, which was organized to help coordinate the development services of these groups, has set up an organized approach to help overcome local development problems. The State has been divided into 24 districts; and councils, made up of outstanding leaders, have been organized in 17 of these districts. The purpose of these councils is to help determine problems, find solutions, select local leaders, and assist in development programs.

After making a study to determine Kentucky's major development problems, the State Committee decided to concentrate efforts in eight priority problem areas—one of these is housing. The other seven are: local organization for development, water and sewage systems, enterprise development, tourist industry development, forest and timber industries, community health facilities, and agricultural enterprise development.

The State Committee then selected subcommittees from its membership to work in each of these eight problem areas. Each subcommittee was directed to plan a training program for and give guidance to Task Forces or technical service teams, who would meet with district councils and help them plan local programs.

The Housing Subcommittee is made up of representatives of the following groups: Extension Agricultural Engineering; Home Economics Extension; Federal Housing Administration; Farmer's Home Administration; Kentucky Rural Electric Company; Home Builders' Association; and loaning agencies, such as the Bankers' Association, Building and Loan, and private loan firms.

The Housing Subcommittee first collected background information to aid their training program. It was decided that in order to help meet the housing needs of Kentucky families the Task Forces would need the following information.

1. Housing needs in the different areas.
2. Characteristics of those with serious housing needs.
3. Restrictions, if any, on opportunities to obtain satisfactory housing even if sufficient funds were available.
4. Ways of providing adequate financing for which the very low-income families can pay.
5. Possibilities for building and remodeling homes for people in different income categories.
6. Special opportunities of housing for the aged.
7. Possible benefits from enforcing good housing codes. How can it be done?
8. Assistance needed to help low-income families with income management.

To provide training for the Task Forces in these areas, the subcommittee set up a workshop in January 1964. About 150 interested persons attended this 3-day work-

# Housing Task Force

by GLADYS M. LICKERT, *Kentucky Housing Specialist*

shop which was held in cooperation with the East Kentucky Electric Cooperative Corporation. The workshop was conducted by technically trained personnel, who presented subject matter specifically concerned with these two objectives.

1. What are the opportunities for substantially improving the housing of low-income families? How can more adequate housing be provided for such families at lower costs? How can reasonably safe, spacious, healthy, more comfortable, and convenient housing best be provided for families of very low income? How can we reduce construction costs of such housing?

2. How can more adequate financing be provided in rural areas? What are the opportunities for providing readily available loan funds from 90 percent or more of the cost of homes in all the rural areas in the State at rates comparable to those paid in cities?

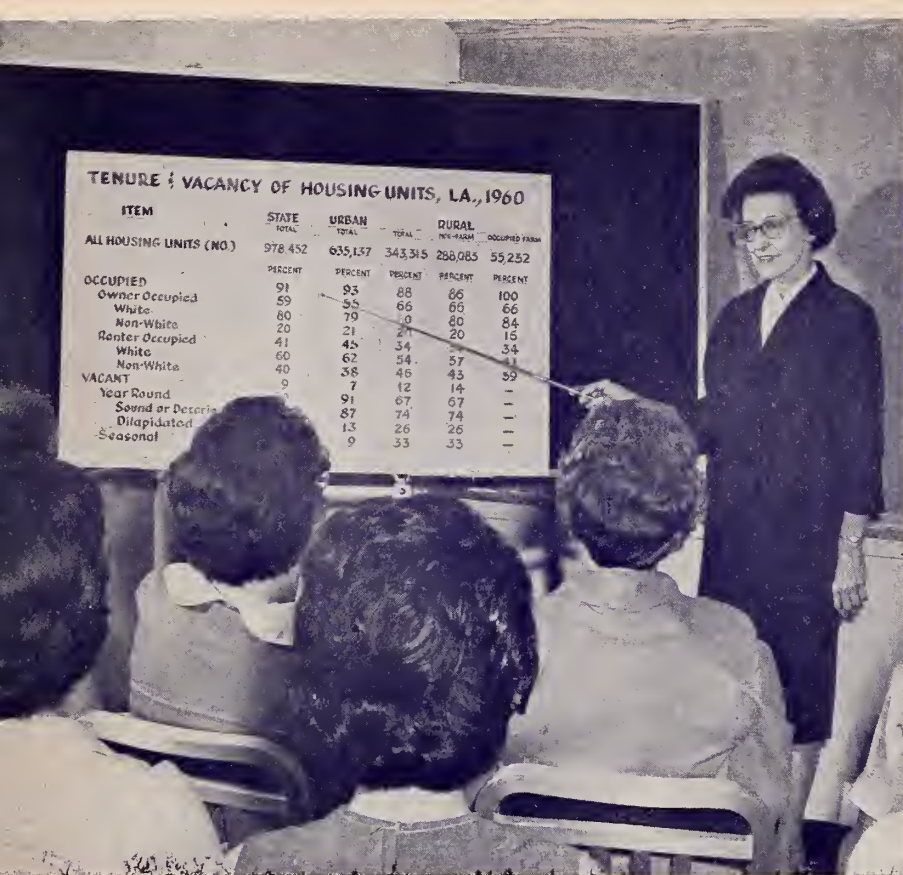
The Task Forces then were organized for work in the districts. Each Task Force consisted of an agricultural engineer, a home economist, an expert in housing finance, and a local Extension agent whose assignment was to present the situation in that particular area. The Task Forces conducted meetings in the 17 organized districts in March 1964, with an average attendance of 40 leaders at each meeting. At each meeting the Task Force members:

- gave more exact definition to the problems involved;
- reviewed every type of assistance available;
- appraised local capacity to meet requirements of assistance programs or gave information on how to act without them;
- where possible, identified a project that could be successfully completed, outlining programs to be used, information needed, and action steps to be taken; and
- drafted a workable overall program for future action.

The major purpose of these meetings was to stimulate enough interest among the leaders that they would promote housing programs in their local communities and counties. The Task Forces made clear to the leaders that follow-up assistance would be available on request.

Evidence of favorable results from the Task Force effort is already appearing. One county, for example, has set up a series of monthly meetings on such topics as home planning, construction techniques, low-cost building materials, landscaping, and decorating.

The "victories" expected from the Task Forces' "battles" with Kentucky's housing needs are better understanding and cooperation among the State agencies and more families given the technical help they need to improve their homes, such as financial assistance for remodeling or for building new homes; aid in obtaining low-cost house plans designed for efficiency, information on low-cost building materials, construction techniques, and landscaping; and help in decorating and beautifying their homes. ■



Mrs. Bryson presents Louisiana housing data at agent training meeting.

## IN-DEPTH STUDIES

by BERTHA BRYSON  
*Louisiana Housing Specialist*

and EFFIE LOFTON  
*Tensas Parish Home Agent*

## determine housing need

EXTENSION AGENTS in Louisiana realize that personal knowledge and observation alone, however valuable, cannot furnish enough information on the housing situation in a parish (county) to provide the basis for an effective, meaningful Extension program. This was clearly revealed when agents in several parishes began making depth studies in housing to improve their knowledge of the housing situation and their ability to determine program objectives.

In August 1962, shortly after the housing census information became available, the State agent in home economics asked four specialists, including the housing specialist, to present timely home economics information of a Statewide nature to State, area, and parish supervisors,

of the Farmers Home Administration at a series of area meetings.

The four decided to present the latest research information in different areas of home economics. The housing specialist gave both the research findings in kitchen planning and storage for the home and the specific data available from the Census of Housing for Louisiana.

Data from the Census for Louisiana were presented in chart form showing tenure and vacancy status of residences, plumbing, water supply, bathroom facilities, age and structural characteristics, types of fuel for cooking and heating, types of selected equipment, and related information. Since large figures are not as meaningful, the data were presented in percentage form.

This same review of the housing picture was given to home demonstration agents at agent training meetings which had already been scheduled for all districts in Louisiana. They were also given copies of the mimeographed data and were responsible for passing this information along to other members of the parish staff.

It was suggested at these meetings that each agent study similar data regarding her own parish. Depth studies, in which the entire parish staff assisted, were made in three North Louisiana parishes in 1962. A careful study of the 1960 Census for Housing for Louisiana pointed up many facts of which agents and parish advisory committees and had not been aware.

Further information was gained from interviews with individuals, from organized groups and agencies, from parish records, and through questionnaires.

The following is used in making the parish studies.

At the first planning meeting in the parish where a study is being made, we discuss information needed, possible sources, and methods of gathering it.

After the agents obtain figures from the census; parish records; builders' reports; and other agencies, groups, and individuals in the parish; the information is analyzed and implications for program objectives are determined.

Plans are then made for the agents to present the information to the Housing Advisory Committee. This committee is usually composed of interested families, a builder, a contractor, a member of the Police Jury, a member of the School Board, the FHA supervisor, a home furnishings and appliance dealer, the Health Unit sanitation officer, a garden club member, home demonstration club members, representatives of electric and gas suppliers, and other resource people. The home demonstration agent serves as advisor.

Tensas Parish in northeast Louisiana, was one of the three in which such a housing study was made. The results, as presented by the Tensas home demonstration agent, show the kind and variety of information that is available.

Tensas is a small, largely rural Mississippi River Delta parish with a total population of 11,796, of whom 4,128 are white and 7,668 are nonwhite.

According to the 1960 Housing Census, there are 3,616 housing units in Tensas Parish. Of this total, 3,100 are occupied, 37 percent by whites and 63 percent by nonwhites. Approximately 66 percent are rural nonfarm dwellings and 34 percent are rural farm.

There is an average of 4 rooms and 3.2 persons per house. In the parish, 20 percent of the houses are less than 10 years old, 50 percent are from 10 to 30 years old, and 30 percent are more than 30 years old.

Approximately half of the houses have piped water and complete bathroom facilities. Fifty-eight percent of the homes are heated with butane or natural gas, 41 percent with wood, and 1 percent with kerosene.

Almost 70 percent of the families have some type of washing machine and 6 percent have dryers. A third of the families have home freezers and telephones. Over half have one or two automobiles and a few have three. Twelve percent have air conditioning and about 60 percent have television.

The extent of home building and improvement in Tensas since the 1960 Census is indicated by data from other sources. Records show that 78 building permits were issued during the past 3 years for new

dwellings in the three towns. Farmers Home Administration records show loans for 19 new houses and loans for repairing 18 houses. Parish Agricultural Extension records show assistance given to 81 families with plans for building or remodeling.

A 1963 survey of 172 families in Tensas Parish shows that 44 percent of them plan to remodel within the



*Mrs. Effie Lofton interviews a home-maker during the study on housing.*

next 5 years. About half of this number expressed a desire for information on kitchen planning. More than a third wanted information on family rooms, storage, bathrooms, laundry, and carports. A fourth wanted information on patios, flooring, and interior walls.

According to this survey, 11 percent of the families plan to build a new house within the next 5 years. More than two-thirds wanted infor-

mation on house plans, kitchen planning, flooring, storage, and bathroom planning. More than half wanted information on heating and cooling, carport and outdoor storage, interior walls and roofing, and insulation.

Almost half wanted information on exterior wall construction, termite control, wiring, patios, and sewage systems. Other topics on which information was wanted included landscaping home grounds, home furnishings, insurance for house, home financing, and fire protection.

The associate home demonstration agent in Tensas reported that a recent survey among 326 4-H Club members showed that 45 percent had their own bedrooms. Of the remaining 55 percent, 72 percent shared a room with one person, 19 percent shared a room with two persons. The rest shared a room with three or more.

Eighty-nine percent of the club members had a closet in their bedrooms and 67 percent had a study desk. About three-fourths used study lamps, but bare bulbs were used in over half of the lamps.

Following these reports, the Tensas Parish Housing Advisory Committee recommended that more work be done to supply information in the following areas.

1. Number of rooms and room arrangement in house plans.
2. House plans and specifications.
3. Foundations construction.
4. Kitchen Planning.
5. Water systems—water softeners and fire protection systems.
6. Sewerage and sanitation.
7. House wiring.
8. Better lighting.
9. Insulation.
10. Central heating and cooling.
11. Good construction methods and good materials.
12. Storage.
13. Termite control.
14. Landscaping—planning and soil preparation.

Definite program objectives were developed from the recommendations of the housing advisory committee and from a careful study of all available data. Teaching objectives for the coming year and tentative plans for emphasis during the following 3 years were outlined.

Other parishes in Louisiana now are taking a better look at the housing situation through use of depth studies. ■

# REMODELING

## OLD HOMES

by EARL R. BELL  
Extension Building Specialist, Oklahoma

In Oklahoma, did our grandparents build all the houses with 14 foot lumber? We have reason to believe they did, and the "oldtimers" have told us why. They say that longer than 14 foot material fell off the back of the 8-foot wagon bed when the lumber was hauled over rough dirt roads for considerable distances.

With all the problems Grandpa had, he still in many cases built a structurally sound house. We are talking about the years before 1935 when the "nonconformity era" began.

Many of these old houses are still in fair condition. Especially those belonging to the hardy pioneer stock families who were proud of their heritage and took care of the old family abode.

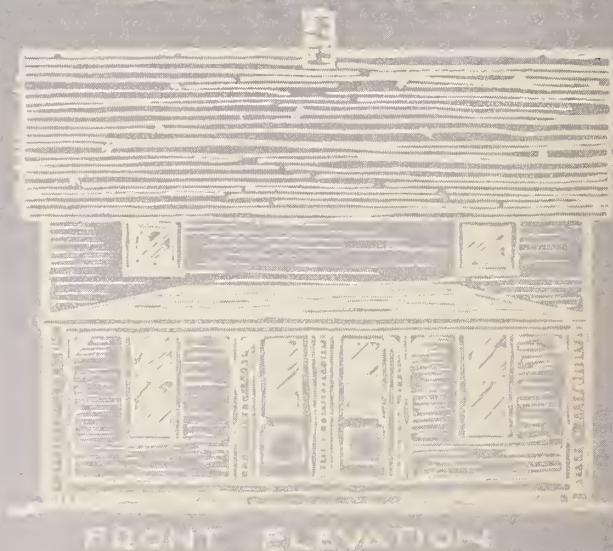
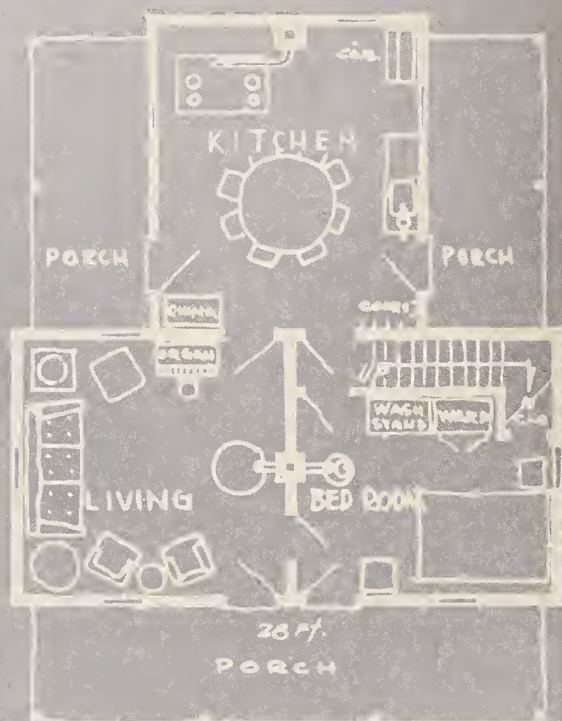
There are in Oklahoma four basic house design types built in the 40 to 50 years before the thirties. These types can be classified as follows: Type I—Model Tee, 1880-1919; Type II—One-Story Tee, 1890-1919; Type III—Box House, 1900-1920; Type IV—Bungalow, 1920-1935.

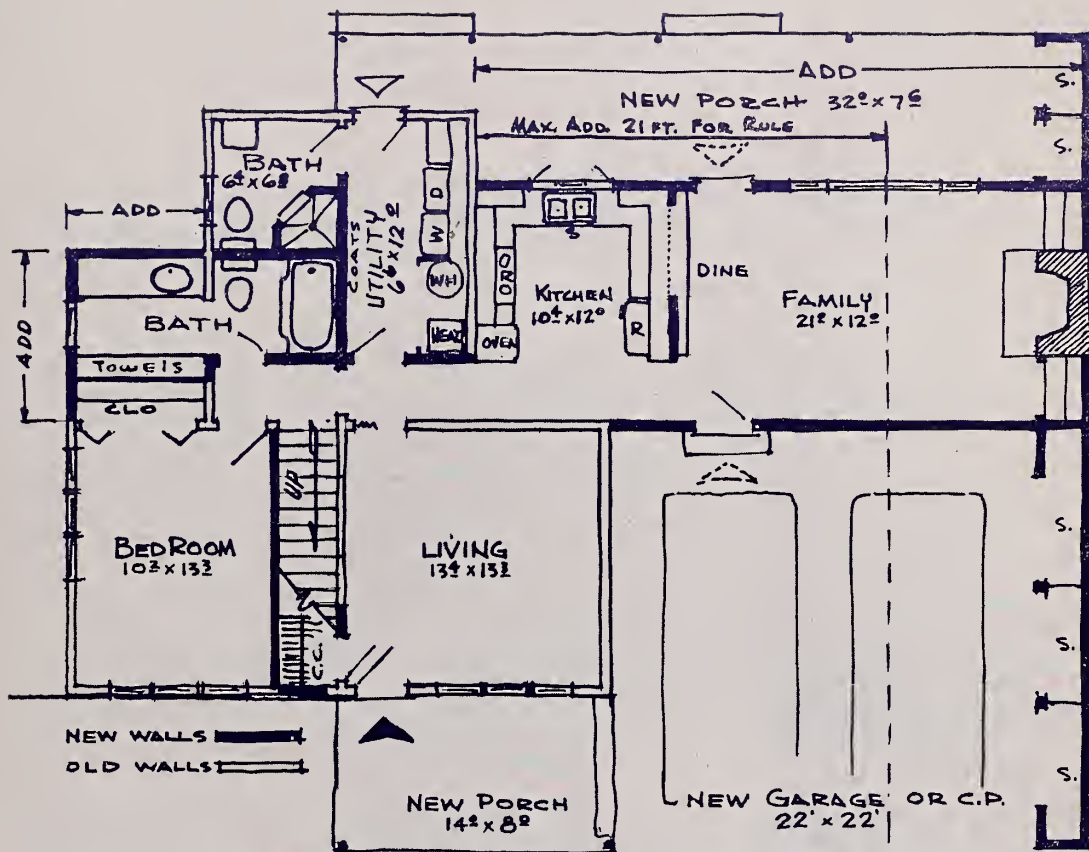
The design ideas came with the settlers but the transportation dictated the material length and consequently the living space of the family. It is with this simple classification that one can, with very few exceptions, lay out the original plan without visiting the site.

Remodeling these houses to fit today's living standards can be accomplished nearly always by correspondence with the family or Extension agents.

The needs are always about the same. A new or better location for a bathroom, a new kitchen and provisions for storage which was seldom built-in and is always inadequate for family activities of today. Space for family living has been secondary in need although called for by most families today.

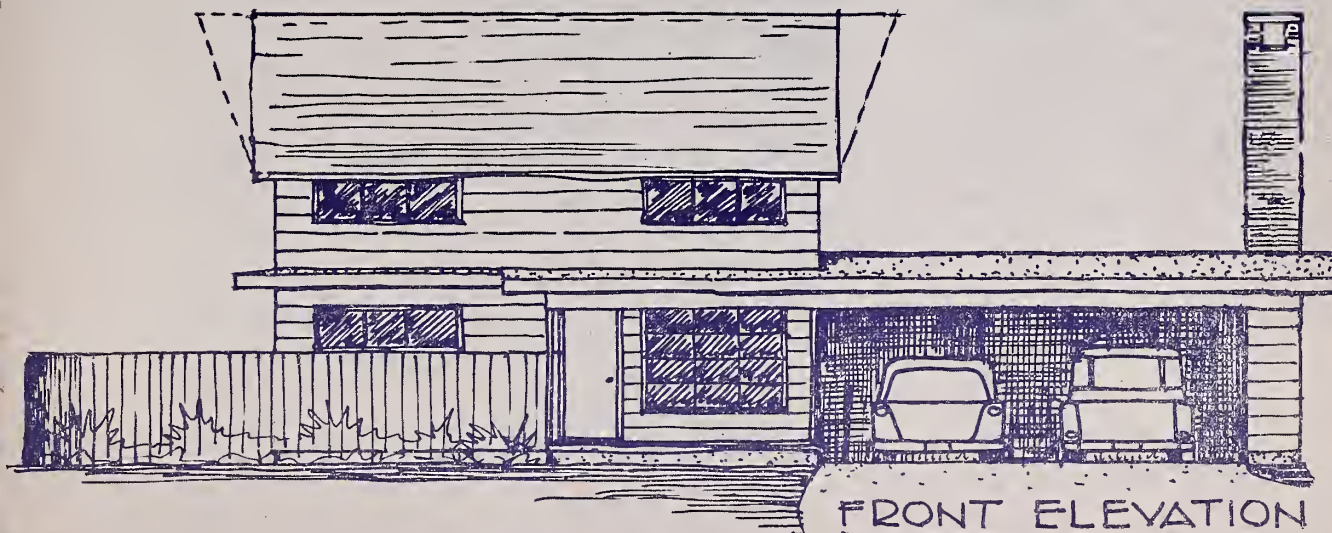
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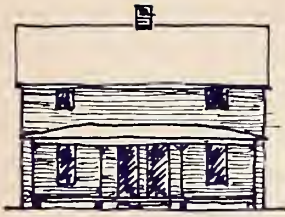
FIRST FLOOR  
REMODEL FLOOR PLAN

SCALE 0 5 10



# HOUSE CLASSIFICATIONS

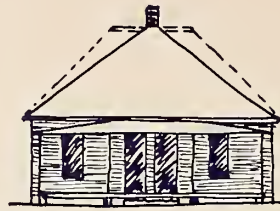
1880 - 1935 IN OKLAHOMA



TYPE I MODEL TEE  
1880-1919



TYPE II ONE STORY TEE  
1890-1919



TYPE III BOX HOUSE  
1900-1920



TYPE IV BUNGALOW  
1920-1935

This needed space is never in the basic design provided by the four types and must be added on to the present house. But, based on a theory of economics, it is never recommended that farm families add more than one-third the square foot area of the present house or a cost of the complete remodel of 70 percent or more of the estimate of building the same space and facilities in new construction.

There are several other considera-

tions one must make in remodeling types I, II, and III in particular. The side wall heights were always high and exterior remodeling is necessary to lower the appearance. By using predominant horizontal lines, for instance, one-story additions, flat roofs, wider overhangs, white "sky reflective" asphalt shingles, and privacy walls or fences, one can lower the apparent heights. Use of these may be noted in the illustration for the remodeling of the "Model Tee."

Oklahoma housing may occupy a unique position in that we are a young State and have not had the long-time tradition of many States. We feel that this has been an aid in our housing program.

The information gained from the observation that housing classification is possible and how remodeling can be done has been of great value for Extension agents in helping the people of Oklahoma help themselves to better living. ■

## Low-Cost Housing

by EVELYN SEVERSON  
*Extension Building Development Specialist, Arkansas*

"WHAT A spacious and livable house you have," is a typical remark made to Mr. and Mrs. Fred Kennedy by many of the visitors to their new home in Cleburne County, Arkansas. This house which is located 11 miles from Heber Springs and 6 miles from Quitman was built for less than \$6,000.

The Kennedy's chose Extension Service Plan No. 617704—a modern compact, three-bedroom, two-bath plan containing 1,344 square feet of living space. The house plan was adapted to their needs. Since they were building an all electric house, they omitted the exterior storage space and placed their automatic washer in this area with the exterior door opening into the living area of their spacious living-kitchen. This room is 14'6" x 23'6" in area.

A drop-in range with cabinets at each side and a breakfast bar to the back of the range form an island that separates the kitchen from work areas and the family-living area. Prefinished Philippine mahogany panels were used for the walls of the living-kitchen. The cabinets were constructed of ¾-inch birch plywood. A laminated plastic counter topping was used on the work surfaces and the floor was covered with vinyl asbestos tiles.

Hardwood floors were used in the living room and the three bedrooms. Sheetrock was used for the walls of these rooms.

Mr. and Mrs. Kennedy stated that they spent \$1,000 for hired labor, approximately \$4,000 for building materials, and \$1,000 for heating, plumbing, and kitchen equipment.

Nine thousand board feet of lumber was taken from their farm.

Mrs. Kennedy assisted with much of the construction. For example, she painted the outside of the house and sanded and finished the hardwood floors and the birch cabinets.

Mr. Kennedy is an electrician. He wired the house and helped with the installation of the ceiling tiles. The house has 240 wiring, 16 house wiring circuits, and 12 heating circuits.

All necessities for living in comfort are contained in the Kennedy's new house. They are rightfully proud that by hard work and careful planning they were able to build the house they wanted for the amount of money they wanted to spend. The lumber from their farm and their own labor reduced the cost of their house at least \$4,000. ■

*Challenges and opportunities are met through the program building process which is concerned with people as well as subject matter.*

# County Housing Program Committee

by LAURA J. RUSSELL, *Area Housing and Home Furnishings Specialist*  
and LILITH FLEISCHER, *Parker County Home Agent, Weatherford, Texas*

**B**ECAUSE houses are for people and because the Extension Service is county-, community-, and family-centered, a committee of leaders can render greater service by considering the total situation in the county and the effects of this situation on people. This committee, comprising leaders representative of the county and of the building industry, studies the levels of housing existing in the local situation. They have been selected by the larger County Program Building Committee because it recognizes housing as a problem of major concern.

When a meeting date is set, the county home demonstration and agricultural agents and the housing specialist appear before the committee to project the scope of housing and its influences on citizenship and society and democracy. The use of county background information to create an awareness of these influences brings into focus the problems, the challenges, the opportunities.

With a broader concept of housing, the committee now devotes further studies to the county situation in depth. Members think on it and discuss it with friends, neighbors, and other leaders.

Again the committee meets, this

time to identify major problems and to agree on long-range objectives. Based on these objectives, a goal is established for the ensuing year.

Typical of this approach, the Parker County Housing Committee chairman, O. T. Davis, presided in developing the county program. He involved all members of the committee in planning the activities for the year.

Decisions were made by the committee as to what would be taught, how the points were to be taught, who would give the leadership, and when and where the educational program would be presented. In October 1963, the committee held a third meeting to determine the methods for evaluating accomplishments of the planned program.

The following month the housing committee chairman reported to the County Program Building Committee on the program developed by his group. The plan was approved by the larger county group.

Coordinated with the housing program were resources of farm and home management, family life education, and civil defense. Throughout the development and execution of the program, the Extension information specialist provided mass media mate-

rial to publicize the activities and accomplishments.

As a result of observations by the committee and the agents and the use of a checksheet, the accomplishments and progress were measured. The accomplishments and progress gave great satisfaction to the committee members and agents, and became the basis for establishing future goals toward obtaining the county objectives.

In summary: Under the leadership of Extension, people were involved in recognizing problems and opportunities, audiences to be reached, needs of these audiences, establishment of goals and objectives, a plan of activities, and evaluating effectiveness of the program.

Since county program building is the involvement of people in recognizing and solving problems, it is a process of training agents and committee members to provide resources and to solve housing problems that meet family needs and preferences for the money invested. These were the considerations given by the Parker County Housing Committee.

Challenges and opportunities are met through the program building process, which is concerned with people as well as subject matter. ■

THE oft-quoted statement from the Smith-Lever Act—"to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same"—gives authority for doing rural housing work. One of the nine broad areas which Extension has outlined to be covered in its program at the State level is family living, and better housing is one of the main dimensions of better family living.

The housing and furnishings specialists in North Carolina see their overall responsibility as an educational program to bring about behavioral change in people necessary to effect better housing. It is the belief of the housing and furnishings staff that just a house does not meet all the family needs and goals. The house must be decorated and furnished to meet the family's physical, aesthetic, and status needs.

The ultimate aim of the housing program in North Carolina is to provide better housing for all its families. In order to attain this goal, many methods are being used.

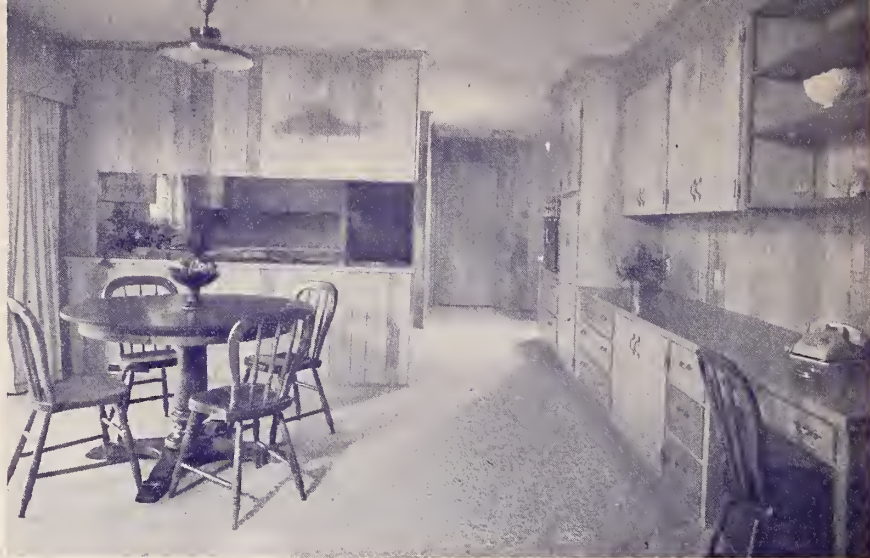
The Demonstration Housing program and the county Program Building Committee are two cooperative methods which have contributed to the overall program.

Each method involves the State specialist staff, county professional staff, and a team of interested people in the local community as well as other Federal and State agencies.

### Demonstration housing program

The demonstration house is an excellent teaching method. The purpose is to plan, construct, and show to the people in the county and State a well-planned, convenient, comfortable, and attractively-decorated home at reasonable cost. The house is designed to meet the needs of an individual family and to incorporate research findings which make for better family living.

In most cases, the first discussion with the family is originated by contacts with the home economics agent. It is only natural, of course, for the home economics agent to show a special interest in housing because of her basic concern for family living. However, the most successful dem-



*The family room-kitchen-dining room combination in a demonstration house.*

## North Carolina Housing Program

*by CHARLOTTE WOMBLE, In Charge of Housing and House Furnishings and W. C. WARRICK, Agricultural Engineering Specialist, North Carolina*

onstrations have been cooperative between home economics and agricultural agents. The county staff assumes the responsibility of explaining the program and what is expected of the participating family.

The selection of the family is very important. It must be willing to cooperate with the county and State staffs if the program is to be successful as a teaching method. The family is expected to keep records of expenditures and to allow the records to be used by county and State staffs for teaching purposes. The family must agree to complete the project and to allow it to be shown to the public.

The agricultural engineering specialist and the house furnishings specialist meet with the family and one or more members of the county staff. They discuss (1) the stage of the family in the life cycle, (2) the family's needs and wishes, and (3) any special areas desired to be included in the plan. The group also discusses site selection, building plans, and financing.

Extension house plans, which are on file for distribution, are used as guides for study by the family. Sometimes minor changes can be made to an existing plan in order to meet the family's specific needs. If a new plan is necessary, the agricultural engineering specialist has full responsibility for drawing one to meet the family's needs.

The actual building is done by local contractors of the family's choosing, or sometimes by the owner.

The county staff is in constant contact with the family for consultation on all problems. Plans for furnishing and decorating the house are in progress as the building is being done. Many learning experiences for agent and homemaker result.

Planning of color and selection of appliances, fabrics, carpets, and accessories—all become important to the family. Some furniture needs to be refinished, and it may be desirable to buy some new pieces. It is amazing how well the old furnishings can be fitted into the new house if a little elbow grease and ingenuity are util-

ized. Most homemakers make their own draperies.

The Horticulture Department at North Carolina State or a trained county Extension worker develops plans for landscaping the yard.

After the house is finished, the county staff and family plan for an "open house." The date for this event is set as soon as possible after the family moves into the house. Most young couples have open house with only a suggested plan for furniture in the living room and dining room. In such cases, the purchasing of furniture is part of the family's long-range spending plan.

Open house is a big day for the family, the county staff, and everyone else who has contributed to the project. Publicity is given by means of newspapers, radio, and television. Hours for the event are set for both afternoon and night. Members of the county staff, home demonstration clubwomen, or relatives explain or demonstrate features of the house to visitors. This makes for more positive teaching than that afforded by the casual walk-through.

A brief story about the family, an itemized cost of the house, and other information is printed in leaflet form for distribution to visitors and to county offices over the State.

Open house is not the end of the project. Once a demonstration house is officially "open," it is always a demonstration house. The houses and plans are used in other ways, such as for magazine and newspaper articles, television programs, and visual aids for State and county departments.

During the years that the program has been in progress, the procedure has changed very little. Styles of architecture have changed, and materials and the techniques of building have likewise changed. The houses have varied from \$3,400 to \$24,000.

Demonstration houses have contributed to the total housing program as a means of (1) motivating people, (2) developing new plans, (3) training agents and leaders, (4) involving the entire county staff, (5) involving people in commercial fields, (6) involving Federal and State agencies, (7) obtaining visual aids, (8) integrating research findings, (9) providing material ideas for State

fairs, and (10) using the interdisciplinary approach to solving problems.

### County housing committee

In early 1962 more attention was given to involving lay people in county housing programs. Wayne County, located in the coastal plains of North Carolina, had about a 25 percent increase in population during the Fifties, while the total coastal plain increased only 11 percent. Seymour Johnson Air Field had been activated at Goldsboro, the county seat. Wayne County is progressive in both agriculture and industry. Extension in the county was doing some effective work on housing, especially with the Farm and Home Development program. Requests for specialist help indicated a need for a dynamic housing program in the county.

A conference was held with the home economics agent concerning formation of a housing committee. She accepted the idea, and plans

were made for a later discussion with entire county staff. The social action process was underway as the concept of the committee spread.

The entire county Extension staff met with the rural housing specialist and a specialist from housing and house furnishings. A discussion of past work in housing pointed up the need for more planning, and it was agreed by the staff that the committee concept was good. A dairy committee was already functioning effectively in the county. The staff agreed that the home economics agent would be the leader in planning. The appointment of persons with appropriate qualifications for membership on the committee was discussed at this staff meeting.

A group of about 18 people already involved in the homebuilding industry, related industry, civic organizations, and the County Home Demonstration Council, was appointed to the committee. For those who earn



*This Nash County farm wife enjoys the kitchen in her demonstration home.*



*This 1961 demonstration home was the subject of TV and radio programs.*

their living mainly through service to the building industry, an assignment such as this was quite interesting. Here was an opportunity to promote community improvement along with improved business.

Louis P. Lundborg, Vice President of the Bank of America, in his book, *Public Relations in the Local Community*, says: "The most effective public service is often based on enlightened self-interest. Nowhere is that more true than in the community field. Community relations undertaken solely for selfish purposes may backfire but where the enlightenment is at least as great as the self-interest, both community and self may profit."

The committee was called to meet in January 1963. First there was an introduction of those present, and the purpose of the meeting was stated. The role of Extension and the role expected of group members were explained. After this, data from the census on housing conditions in the county were presented by the home economics agent.

The group analyzed the data and pointed out some areas of problems. At this meeting the specialist men-

tioned ways that those present might contribute to housing improvement. Expression was made of the real service this group could render in promoting better housing.

The group committed itself at this meeting to work with Extension in a county housing program. Plans were made for a subsequent meeting, and a subcommittee was appointed to set some tentative objectives for presentation to the group at that meeting.

At the next meeting the group organized and elected as chairman a former Extension agent who was then working with a bank. This choice for chairman has proved to be very fortunate.

A constitution and bylaws were adopted by the committee. These delineated the objectives of the committee, its authority, tenure, and replacement of members. The specialist and Extension agents have worked closely with the committee in training them to plan and conduct activities that would be directed toward bringing about better housing in Wayne County.

Activities planned and conducted by the committee have been gratifying. In 1963 one of the outstanding

activities was a home show. At this there were building materials and furnishings exhibits, plus some accompanying classes in an adjacent building on housing subjects.

Participation was good enough to warrant using a tobacco warehouse for the home show in 1964. This show was sponsored in cooperation with the Junior Chamber of Commerce, thus involving more people. More than 9,100 people visited the 50 exhibits. Needless to say, the committee has already begun thinking about greater things for 1965.

With the enthusiasm of this group, continuing housing progress can be accomplished in Wayne County in housing. The specialist and agents will direct and coordinate activities of this committee toward accomplishing the objective set by the committee. They will help identify clientele, analyze problems, symptoms, and causes so that available resources can be employed to eliminate the problem.

Several other counties in North Carolina are beginning to form housing committees. These committees vary in the characteristics of the members and in methods.

It has been demonstrated clearly that the committee concept is a salient feature of effective Extension teaching. Surely subject matter is important, particularly to specialists but it is worthless unless an environment is created for its acceptance.

### House plan service

The North Carolina Cooperative Extension Service maintains a free house plan service to residents of the State. This service consists of USDA plans and plans developed by the North Carolina Cooperative Extension Service.

Plans have been selected and developed that meet North Carolina family needs and wants. Many are consistent with Farmers Home Administration standards. During fiscal 1963 Farmers Home Administration made 1,439 housing loans in North Carolina. Of these, 259 were made on Extension plans.

Extension and Farmers Home Administration cooperate closely on plans, and many demonstration houses have been financed by Farmers Home Administration. ■

*A well-planned utility room is one of the main features of this home.*



# House Plan Service Can Be A Valuable Educational Tool

by WAYNE B. RINGER, *Extension Agricultural Engineer, Utah*

FOR MOST people the home represents the largest single non-business investment they make in a lifetime. When this home is also the operations center of a farmstead, the family likely will have only one opportunity to realize the fulfillment of their housing dream.

Homes can and are being remodeled to satisfy family needs, and often there is no other alternative for the farm family. Still the economic benefits of thoroughly planning a home prior to ground-breaking cannot be overemphasized. Remodeling the old home often requires one to compromise on plans in relation to family needs, efficiency in use, and architectural design.

The Cooperative Plan Exchange and the State Plan Services have provided working drawings as valuable guides to prospective homebuilders. Current research data, directed toward stretching the housing dollar to get the maximum in comfort, efficiency, and style, are incorporated in the drawings.

Ideally, each home buyer develops a plan around his personal family needs. It is not economically possible for all to employ professional services nor is this assistance always readily available. So many are solving their problem in the next best way.

From the house plans offered through the Extension Plan Service or other sources, some select a design which most nearly satisfies their housing requirements. Unfortunately, the big majority of homeowners were not involved in selecting their dwelling plans; they generally made a choice from homes already built.

If people are to benefit from the plan service and accompanying research data, they must be aware of its existence. An illustrated catalog of house plans has been prepared in Utah and circulated to county

agents, Farmers Home Administration offices, private lending agencies, building suppliers, and rural builders. These are likely to be the first contacts made by those in the market for new dwellings.

House plans are featured in newspapers and on the radio and television. Even though we have made persistent efforts to publicize these plans, many people are still unaware of this help. Our information campaign is effective only as people have a need for that which is offered. This emphasizes the need for a continuing information program.

Orders for plans are normally handled through the county agent's office; however, some orders are made directly to the State office. We encourage people to work through the county offices so that they may benefit from other educational services offered.

Working drawings from the plan service are used as a tool to help people develop their own house design. Their own design may require only a few modifications from the original plan. With the ozalid prints, home planners are able to study such principles as: plan layout, plot orientation, room arrangement or relationships, traffic patterns, storage requirements, kitchen cabinet and bathroom arrangements, and space requirements.

In some situations they use the drawings as a pattern for drafting their own plans. The plans also can be used as a visual aid in working with people on remodeling problems. The plan service offers a variety of alternatives which can be utilized when solving these problems.

The graphic presentation of a house does not give all people the same picture. For some a plan is little more than a maze of lines and figures which has little meaning in

terms of the house they visualize. The working drawings of good house designs can be used to teach blueprint reading. Specifications for construction can also be taken from the plans as a training exercise.

A potential homeowner who goes through this type of training is better prepared to direct and follow the construction of his house. This training gives him a common language with the contractor.

The plan service is more effective when county and home agents take an active interest in the housing program. The agents who contribute most to housing education are those who have worked with families to solve their housing problems and have shared the satisfaction that these people gained in developing or selecting house plans based on their personal needs as a family.

Some of our agents have had the opportunity to choose plans and direct the construction of their own homes. This has given the agent motivation to learn and has provided the opportunity to train some of the staff. These agents are better prepared to help others evaluate plans and make wise decisions on choice of building materials, construction methods, finance, and other problems as the planning progresses.

The plan service drawings have also been used in training schools for the Farmers Home Administration staff. Their field personnel and State staff have participated in Extension workshop sessions on blueprint reading, development of specifications, and criteria for home inspections.

We must continue to work closely with agencies, organizations, and groups in a program to help low-income families with their housing problems. The Cooperative Plan Exchange is responding to their needs by developing house plans for those with limited income. We can help these people to throw aside resignation and strive for a better share of the good things life has to offer.

These families must be trained to care for their new homes as they are acquired and to maintain a standard of living which will give them hope for the future. This is a challenge not only to the plan service but to the entire Extension organization. ■



*The E. M. Antonsons of Pierce County were cooperators in the Extension housing project and in the "farm unit approach." It is also known as farm and home planning.*

## Allocating Resources to State Extension Housing Programs

by C. A. SVINTH, *Extension Director, Washington*

WASHINGTON State's Extension housing project, in operation since 1946, is being adapted to meet changing audience needs and to adjust to available personnel resources.

However, the core of the program remains substantially the same: To teach basic principles that will help families make decisions about house planning in relation to the farmstead, family activities, efficiency within the home, and cost in relation to income.

Ten key steps have been carried out in the historical development of the program which demonstrate the interdependence of Extension personnel and their audience. These include:

- (1) Trained specialists dedicated to their work and willing to cooperate with each other.
- (2) Administrative support for the development of the program.
- (3) A committee of supervisors, specialists, and agents who set up objectives, goals, and a program of work based on problem analysis.
- (4) Creation of awareness by State and county staffs

including both men and women agents of the needs within the State and how these might be met by an educational program.

(5) Intensive training of a team of one man and one woman in each county who could approach the problem of farm buildings and houses from the viewpoint of the farm family and their agricultural production.

(6) The use of real situations in agent training. Farm families who attended training sessions were used as examples of the effect of the use of teaching principles to stimulate decision making.

(7) A constant flow of publications and mass media information for use by agents.

(8) Development of understanding by industry and by government agencies of an educational approach to a family's problems in homebuilding or remodeling.

(9) The use of visuals and other teaching techniques. These were adapted by agents based on our faith in the ability of people to make their own decisions if they are given the basic principles.

(10) Support by agents who felt they had someone to turn to for help if they needed it.

No figures are available of the number of homes that have been built or remodeled as result of this program because an unknown number of families have been influenced by builders or by families who have participated in Extension workshops.

Examples from participating counties will indicate the scope and value of the project. But before citing the examples a little background may be necessary to explain the reasons for the educational program in housing.

For one thing, at the end of World War II, materials for housing became available to enable families to act on needs for better housing which they had previously been unable to undertake.

For another reason, increased population in the State and an increased desire for people to move to the country had created a demand for more rural housing. This demand is still with us. Between 1940 and 1950 Washington had a 37 percent increase in population and between 1950 and 1960 a 20 percent increase.

And still a third reason, and perhaps the most pressing, is the fact that the Columbia Basin of central Washington was being developed as an irrigated farming area of about a million acres. This land was raw sagebrush, range, or dryland wheat. When it was changed to an intensive irrigation-type agriculture, farm sites had to be developed from scratch.

One of these counties was Grant. Development is still going on. Their county report for 1960-61 shows that an experienced team of the county chairman and a home agent, without specialist help, assisted 53 different families. Twenty three families attended 14 small group meetings, 25 families talked with agents in the office, and agents visited the homes of 5 others.

Ten families brought in house plans to be checked by agents. Employees of the Farmers Home Administration referred several families to the agents, and through a meeting arranged by Farmers Home Administration, seven builders and contractors learned of the Extension housing program.

The 1962 annual report shows that some phase of

housing work was reported by 24 of Washington's 39 counties. Housing workshops were held in six counties with specialist assistance.

To cite one of these in Kittitas County, four building supply dealers participated and held open house; newspaper coverage included two front page stories with pictures; 19 families were directly helped with building or remodeling plans.

During the same year a rather extensive exhibit "*Plan a Home in the Country*" was displayed at two home shows in two of the larger cities in eastern Washington.

About 45 community leaders were trained to man this exhibit. The same method and exhibit had been used during the previous year in western Washington. This was the third exhibit on home planning that had been used during the history of the housing program. In each of them, a key element was the training and use of local leaders to man the exhibit as guides and to answer questions.

The program shaped up and progressed under the leadership of a team of two; the late H. E. Wichers, rural architect and Miss Helen Noyes, at that time home management specialist. She recently retired as county agent supervisor. The basic method for teaching home planning is described in the May 1963 issue of the *Extension Service Review*.

It involves a process by which a family first lays out in rough "goose egg" circles the number and general arrangement of the various rooms in their proposed house.



*At one end of the kitchen is handy desk and phone area.*

Various factors such as slope, wind direction, and view are also laid out on this initial rough plan. Details are developed from it and frequently an architect or builder is called in during later stages to prepare detailed working drawings.

From the viewpoint of broad Extension objectives the Washington housing project has been more than a device to improve rural housing. It has been a method of teaching people the principles and use of the decision-making process. That is why we have felt it was worth the cost to devote the time necessary to make it a success. In the beginning, of course, agents were unsure of themselves as teachers in this phase because they were not trained in architectural subject matter.

The early training sessions with agents and the experience that agents gained in workshops, however, overcame this natural caution. Now teams in several counties are able to assist individual families or groups with little or no specialist assistance.

In addition to the broad educational objectives and the "practical" instruction in home planning, a major plus turned out to be education of builders in the peculiar requirements for farm homes as distinct from town homes. As indicated earlier, architects and builders were brought into the program early, were informed of the objectives, and even participated in some of the sessions. One lumberman's group bought and distributed quantities of one of the publications to its members and dealers.

The Washington State housing program is continuing because the need still exists but changes are being made in its procedures as new personnel and new facets of the general problem appear.

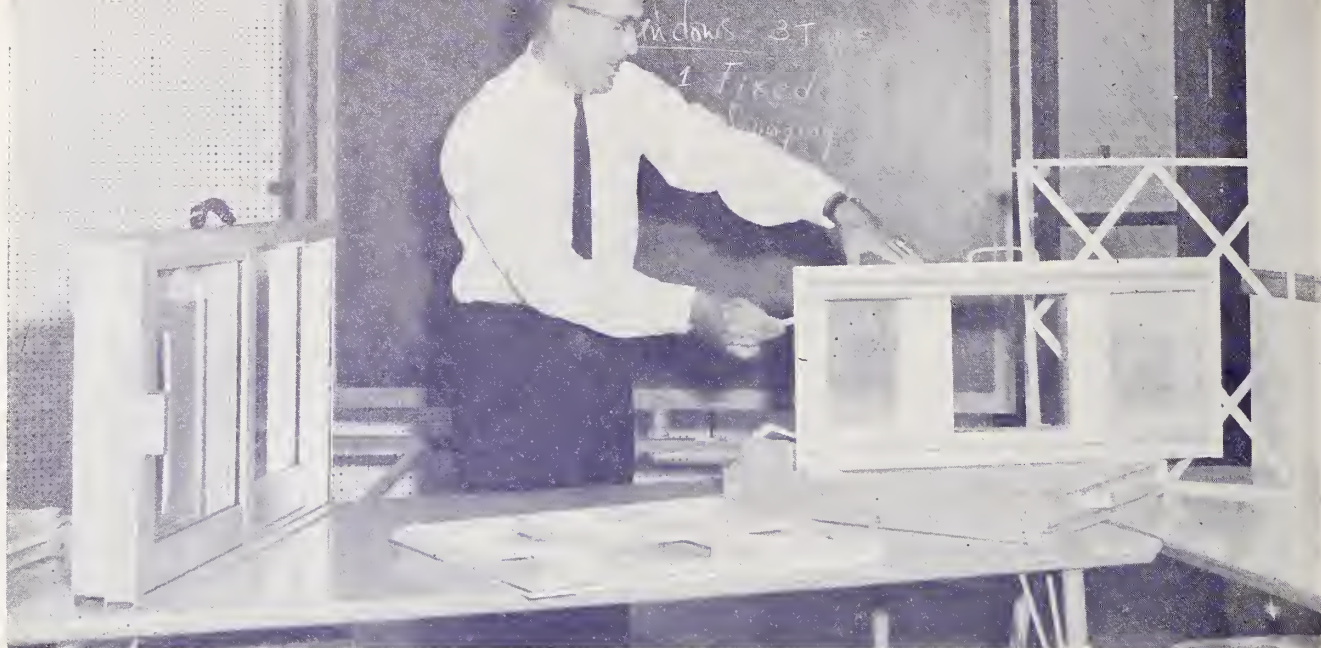
We are endeavoring to introduce more information about the interior arrangements within the home and about the "unseen" but important elements such as heating, electrification, and plumbing. And we are integrating our program with the University Institute of Agricultural Sciences continuing education program.

We have gone so far as to set up a schedule of evening seminars in four western Washington counties for this coming late winter and early spring. A fee of \$5 will be charged to participating families. A series of six evening seminars will be held a week apart in the county seat of each of these counties.

And because these are counties in which the cities are moving outward, and because people are interested in what to look for in buying a home as well as in building, stress will be placed on buying as well as building.

We are planning to employ on a consulting basis non-Extension personnel from Washington State University as well as our own people. Agents in the counties will arrange and manage the seminars.

Topics to be discussed include: What makes a good house plan, principles of plan organization. How to plan kitchen and dining areas, how to apply space requirements, appliances, and cabinets. Family workroom for laundry and other activities and adequate household storage. Mechanics of the house plan; heating, insulation, plumbing, and electricity. Mortgage, interest rates, legal aspects, costs of buying and selling. Planning for furnishings, color, etc. for living room and bedrooms. ■



*Sample windows provide convenient demonstration items for Extension Housing Meetings.*

# Housing Dollar Series Provides Learning Experience for Home Buyers

by EDWARD K. KNAPP, *Extension Analyst, Massachusetts*

**T**HE difficulties encountered by the family in their search for satisfactory housing are compounded by a National phenomenon, mobility. Today, people are on the move. Twenty-six percent of the people of the United States no longer live in the State where they were born. This greatly increased mobility carries with it the possibility that each family will use poor house-buying judgment several times during a lifetime. For some people, the result is simply unsuitable housing from a social viewpoint; for others, however, the result is an economic disadvantage involving many thousands of dollars.

Some home buyers and educators are aware of these conditions, but the effects are subtle. The inflationary trend of the economy and our extremely long-term mortgage contracts tend to hide the ill effects. If the purchase price of a home is unreasonably high, the monthly payments can still be held to a comfortably low level through the "long-long" term mortgage. When the residence is finally sold, the increased value due to inflation alone returns sufficient capital to offset apparently the initial disadvantage, and the seller is happy. Should

economic conditions change or home buyers develop more acumen, we will see fewer housing purchase mistakes. We as educators in the field of residential housing should direct our efforts to increasing the abilities of home buyers.

The personal work assignment of educators in this field might be described as that of helping people become more intelligent consumers of housing. In meeting this challenge it is, of course, necessary to discuss individually the many aspects of home purchase. In addition, and most important, these items must be put together and the situation considered as a whole, in order to give the prospective homeowner a well-rounded housing educational experience. It is here we fail somewhat in our present Extension approach. This deficiency has two aspects. Our Extension teaching efforts in the housing area are piecemeal, i.e. we offer information regarding kitchen planning, home grounds, interior decoration, and financing, to name a few.

Our material is well prepared and helpful, but our audience must consider it as a unit. In placing all these

items together, they must relate such unlike things as kitchen cabinets and shrubs. This is very difficult but also very necessary.

The second aspect is our aversion to a specific discussion of costs—costs involved for labor, materials, and the entire housing unit. The buyer deals in dollars in making a purchase. To be of genuine assistance we must provide him with the skills needed to determine reasonable prices.

### Successful housing meetings

The "Housing Dollar Series" of six meetings conducted throughout Massachusetts consistently yields successful results. The outline for the series indicates that "the economics of house construction details" dominates the course. The details referred to are the costs of labor and materials for a specific house. Each student develops these itemized figures on a mimeographed worksheet.

The participants, and these are largely young married couples, are asked to provide a floor plan or a complete set of working drawings and use these as their reference house throughout the course. If they do not have such a plan available, they select one from one of the standard plan service booklets.

Price information is derived from several sources: (1) course lectures; (2) contact with local contractors and building supply dealers; (3) general mail-order catalogs; (4) building supply catalogs; and (5) personal experience of class members. The result is a precise cost picture for a particular residence. The student then has detailed material and labor costs and class notes regarding desirable qualities. This information enables him to judge intelligently the merits of a new home and an older home. Obviously, the new residence lends itself to this treatment better than the old.

In the "Housing Dollar Series" the first hurdle for the student is the language. A careful review of pertinent

building terms will reveal only about 35 unusual words. The first hurdle for the instructor, however, is more difficult and this is the assembling of formal research data for each topic to be covered. The Small Homes Council short course publications provide some of this.

Professor Glenn H. Beyer, New York State College of Home Economics, has made a study in personal values and housing which is extremely helpful in providing an authoritative source in the sociological area. In relation to the need for acceptable discussion material, an opinion survey was recently conducted among assessors and building inspectors throughout Massachusetts. Current data from a survey among 962 graduates of the School of Home-Economics at the University of Massachusetts have been sent to the University Computer Center.

This information is helpful, as the more our presentation *as specialists* is based on research findings, the more genuinely helpful we can be.

### Extension has unlimited opportunity

With adequate research backing and an ability to assemble this information into a usable whole, the Extension housing specialist has an exciting opportunity. His topic is creative and his audience responds with enthusiasm. There is no shortage of audience numbers as this is one of the biggest housing booms in history.

We must remember, however, that the money which is creating this great housing market is coming from young married couples and others who have earned it over a long period of time or are planning to earn it during the next 20 mortgage years.

As one of the few, and usually the only, purely educational sources available to home buyers we have a great responsibility. It is to provide learning experiences that will help our Extension clientele more intelligently spend their housing dollars. ■

*Computers are utilized for the Housing Survey Analysis.*



*Northhampton couple confers with Knapp on expansion.*



# National Housing Workshop

by ARTHUR H. SCHULZ, *Director of Extension, North Dakota*

**D**EVELOPMENT of a plan, and the construction of a new home or major remodeling of an old home, are among the greatest challenges a family faces during its lifetime. It also is one of its greatest joys if completed successfully. For most families, this planning and construction are experiences which come only once.

To assist with the problems families have in home planning and construction, the Extension Services in most States have maintained a housing program. The need to strengthen this area of Extension programming was the basic theme and objective of the National Housing Workshop held at the University of Nebraska last April. The registration list of 65 people from 36 States represented the leadership in Extension housing education in States having an active housing program.

The first objective of this workshop was to define the position which housing plays in the total Extension program. Participants felt that housing considerations should be an integral part of all areas of programming that deal with the home, and that the housing program should have properly defined leadership and identifiable administrative support.

For success, many different groups must be involved in an educational program that will help a family to express its wants and desires and to organize its resources into a home plan.

The second objective of the workshop was to develop improved methods of working with the various individuals involved in housing educational activities. The workshop reviewed successful methods of organizing the combined knowledge and abilities of the architect, builder, material supplier, Extension specialists, and others into a coordinated force to improve the quality of the family's new or remodeled home.

The Extension Service as an educational agency has both the responsibility and potential to coordinate the competencies of these clientele groups in developing and carrying out this educational program. Many methods were reviewed and explored for involving these clientele groups successfully. All participants agreed that the most productive Extension program was that which involved all clientele groups interested in housing.

The successful Extension program is the one that designs or adapts Extension methods to the accomplishment of a specific goal. Therefore, a review of successful methods and the development of improved new methods of doing the Extension housing job was a third objective of the workshop. This area of the program probably was the most productive, in that it provided the participants excellent opportunity to review the wide range of selected methods used by States in carrying out successful housing educational programs.

Conducting a housing educational program frequently involves attacking simultaneously many single problems. This educational assignment requires not only technical competence of the staff but also competence to communicate with Extension's publics, and among Extension staff members. This workshop did not devote a major portion of its time to improving technical competence.

The planning committee was of the opinion that developing and maintaining this competence are major responsibilities of professional groups. However, the workshop had as a final objective the improvement of the competency of staff members involved in housing, to prepare them to do a better job of solving selected problems in housing design.

There are both social and economic aspects in housing design that must be considered by the planner, by the builder, and by the family that will live in the home. Orientation with respect to the surroundings involves the knowledge of some basic concepts, and these can be taught. The aesthetic consideration of house design must be considered along with the functional and structural. Methods of teaching solutions to these problems are being taught successfully as a part of the Extension program.

The Land-Grant University through its Extension program, utilizing both the on-campus and off-campus competencies of both public and private groups, can aid in improving the housing for America's families at all income levels. The National Housing Workshop provided many additional tools for accomplishing this. Whether or not this area of education will be expanded, and the manner in which it is executed, remain individual State decisions. ■